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Wiki #7 Annotations

This research paper discusses the view held by both male and female students that mathematics is male domain. According to Fennema and Petersen 1985, gender differences in mathematics achievement are caused by female and male students’ differential participation in autonomous learning behaviors. In other words boys and girls learn differently. Several researchers (Iben, 1991; Ma & Kishor, 1997; Tartre & Fennema, 1995) has shown that students’ stereotyping of mathematics as a male domain was correlated with mathematics achievement, but we don’t know to what effect teachers stereotyping on students’ stereotyping of mathematics as male domain. If teachers view mathematics as male domain, they may also view it as too difficult or less appropriate for female students in their classes. The research indicated that the teachers’ stereotyping affected the students’ stereotyping. If the teacher viewed mathematics as male domain by assuming that boys achieve better mathematics grades because of self-confidence and interest because it relates to their future career, then the students were more apt to stereotype mathematics. Finally the research also suggest that gender stereotyped classes or school environments affect the stereotyping of mathematics as a male domain.

Keller, C. (2001). Effects of teachers' stereotyping on students' stereotyping of mathematics as a male domain. *The Journal of Social Psy chology*, *141*(2), 165-173.

This article examines to what extent does the teacher’s disposition toward students affect self-esteem and student performance. According to (Cole, 1990) wealth and social status are major factors in determining who learns in our schools but they are not the only factors. Teachers who are dedicated and possesses the right disposition can be the key to reach student who do not come from wealth or privilege. Other researchers such as (Harme & Pianta,2001) found that students with behavior problems in their early years are less likely to have problems later in school if their teachers are sensitive to their needs and provide frequent, consistent, and positive feedback. Sanders and Rivers (1996) concluded in their study that having several effective teachers in consecutive years, could affect standardized scores by as much as 50 percentile points. Darling –Hammond (2000) indicated that the quality of teachers, as measured by teacher preparation and certification were the strongest predictors of student achievement in reading and mathematics both before and after controlling for student poverty and English language proficiency. According to Woolfolk (2004) indicators of excellent teaching are the following;

1. Love children
2. Respect all children and parents In all circumstances
3. See potential in all children
4. Motivate children to reach their highest potential

Be a spontaneous and creative educator who is able to see teachable moments and seizes them, and last but not least is to have a sense of humor.An effective teacher who is willing to invest him/herself in their student can make a difference in the lives of students without wealth or privilege.

Helm, C. (2007, January/February). Teacher dispositions affecting self-esteem and student performance. *The Clearing House*, 109-110

This article discusses the plight of the African-American male student in our school system today. Statistics reveal that African-American male students consistently lead in every indicator of school failure, including dropouts, absenteeism, suspension and expulsion, and low standardized test scores. They are over represented in school districts where there’s high poverty, high crime and are racially isolated. As we know these school districts usually employ the unqualified and under-certified teachers. Many of these teachers give up on these students because of their circumstances. Teachers refuse to examine the deeper issues that may cause this dysfunctional and delinquent behavior. Students tend to sense that the teachers don’t care about them and this just exacerbates the situation. We need more teachers who are willing to go that extra mile to try to understand their students without stereotyping them. This article speaks to the need for role models at the elementary school level. In order to reach these students educators must constantly redefine their teaching methods. Teachers must understand where their students come from, they must create an environment for the young men where they feel comfortable being part of the lesson. Teacher must let students know they have value. Implementing a hip-hop culture into the curriculum is one way to reach black male students. Evidence suggest that student engagement and achievement is positively affected by improvements in school structure, curriculum and teaching, and professional development.

Davis, J. (2010, July 8). *African-american males in the classroom :empowering the endangered*. Retrieved from <http://thefreshxpress.com/2010/07/african-american-males-in-the-classroom-empowering-the-endangered>

This study measured the relationship between student gender and teacher perceptions of their mathematics proficiency. In both third and fifth grades, reading and mathematics achievement tests scores ,together with student effort, were significant indicators of teacher rating of student mathematic achievement. According to the article a teacher’s evaluation of students’ skill levels influence their choice of content and pace of study. Teachers instruct their classes based on their perceptions of student achievement. Therefore a students learning is directly affected by teacher perceptions of their students’ subject matter proficiencies. Prior research by (Jussim, 1989; Jussim & Eccles,1995) indicate that the majority of differences in teacher perceptions of achievement are based on accurate evaluations of performance. It is interesting to note that girls conform more with teachers’ classroom expectations than boys do (Rong, 1996). Some research indicates that teachers’ are influenced in their perceptions of performance by student’ behavior. This research study indicated the same results found by (Wilson & Wright, 1993; Jussim & Eccles, 1992) that is, mathematics and reading scores were the best predictors of teacher rating. There was no evidence to indicate that teachers believe the achievement of boys and girls varies in consistency, which suggest that attributes of academic performance do not differ by gender.

Helwig, R., Anderson, L., & Tindal, G. (2001). Influence of elementary student gender on teachers' perceptions of mathematics achievement. *The Journal of Educational Research*, *95*(2), 93-101

This article explores the relationship between psychosocial factors and academic achievement among African American students. The No Child Left Behind Act signed into law by President George W. Bush, was developed to address the gap in education achievement that have existed along the lines of race , ethnicity and income. Black and Hispanic students have had lower average mathematics scale scores than White students at 9, 13 and 17 years for the past 3 decades(National Center for Education Statistics, 2000). According to research by (Wentzel, 1989) results show that academic achievement in high school students ,using grade point average( GPA), had a positive relationship to psychosocial factors such as the students’ motivation to reach goals and efforts to perform well. Finn & Rock, 1997, concluded that psychosocial factors such as a positive self-image and having a sense of control in African and Hispanic students, helped to facilitate their learning and that personal qualities might help to explain a students’ academic success, despite adversity. The findings also suggest that students who talk to others about being treated unfairly instead of keeping it to themselves are more likely to have higher GPAs.

Powell, C., & Arriola, K. (2003). Relationship between psychosocial factors and academic achievement among african american students. *The Journal of Educational Research*, *96*(3), Retrieved from http://www.jstor.org/stable/27542428